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ABSTRACT

This teaching guide is intended to encourage and facilitate the inclusion of the National Peace Essay Contest (NPEC) in the high school curriculum, featuring all of the details of the 1999-2000 NPEC. The guide contains lesson plans for teachers, bibliographic materials, and factual material to prepare students to enter their essays in the contest. It is divided into the following sections: Six Suggested Lessons (1. "Introducing the National Peace Essay Contest to Your Students"; 2. "Developing Comprehension of the Concepts"; 3. "Reviewing U.S. Foreign Policy Objectives"; 4. "'Optional Lesson': Using the Spanish-American War as a Case Study"; 5. "Introducing Contemporary Conflicts"; and 6. "Introducing Bibliographic Resources"); and Worksheets and Other Materials ("Tips for Helping Students Write a Successful Peace Essay"; "Special Feature: Graduation Projects"; "National Content Standards"; "Lesson 2 Student Worksheet: Concept Development"; "Lesson 2 Teaching Sheet: Concept Development"; "Lesson 3 Student Worksheet: U.S. Foreign Policy Objectives"; "Lesson 3 Teaching Sheet: U.S. Foreign Policy Objectives"; "Lesson 4 Case Study: The Spanish-American War"; "Lesson 5 Student Worksheet: Contemporary Conflicts"; "Lesson 5 Teaching Sheet: Contemporary Conflicts"; and "Lesson 6 Student Worksheet: Primary and Secondary Sources"). (BT)

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Teaching Guide

on The U.S. Response to the Changing Nature of International Conflict

National Peace Essay Contest

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Objectives of the Teaching Guide

To encourage and facilitate the inclusion of the National Peace Essay Contest (NPEC) in the high school curriculum.

To provide teachers with lesson plans, bibliographic materials, and factual material to assist them in preparing students to enter their essays in the National Peace Essay Contest.

To enable teachers to help students:

- ❑ understand the overall theme of the essay topic
- ❑ define and understand concepts contained in the essay question
- ❑ become informed about the case study examples included in the essay question
- ❑ formulate a thesis for their essay and select two conflicts to use in their analysis
- ❑ review bibliographic resources and select sources for their research
- ❑ write, edit, and submit their essay to the United States Institute of Peace (USIP)

Advance Preparation

1. Review this teaching guide and the National Peace Essay Contest guidebook.

2. Decide:
   - Will this be a required, extra-credit, or extracurricular project for your students?
   - At what point in your course will you include the National Peace Essay Contest?
   - How many class hours can you devote to this project?
   - How will these class hours be scheduled among other class assignments and activities?

3. Make copies of the essay question, NPEC rules, and your schedule of assignments and grading criteria for this project for each student.

4. Make copies of the worksheets, overhead transparencies, and reference materials for the lessons that you have decided to use.

5. Review bibliographic sources available for your students:
   - USIP bibliography in this guide
   - Resources from your school library
   - Sources available on the Internet

6. Confer with colleagues in other departments whose assistance you may be seeking for substantive information or essay-writing skills.

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1999–2000 National Peace Essay Contest Question

The U.S. Response to the Changing Nature of International Conflict

The nature of international conflict and warfare changed radically in the 1900s compared to the rest of the twentieth century. Rather than warfare among major nation-states, or fighting between smaller countries or armed groups that often served as proxies for the great powers during the Cold War, international conflict today has given way to bloody civil and inter-communal conflicts in Haiti, Sudan, Rwanda, Zaire, Congo-Brazzaville, Liberia, Bosnia, Kosovo, Chechnya, Georgia, and Tajikistan. These new circumstances have led to an increasing challenge for the United States in responding to such conflicts. Conflicts such as these do not directly threaten the security of the United States, yet they affect the interests of friendly states, destabilize important regions of the world, and offend American values such as human rights.

A case in point is Somalia. No longer an area of competition between Soviet and American strategic interests, the country dissolved into murderous warfare between different armed clans. International forces (including American soldiers) intervened in Somalia to guarantee the delivery of humanitarian assistance to the beleaguered Somali civilians. Outrage at the subsequent death of American troops soon led to the quick withdrawal of U.S. forces. In a very short period of time, therefore, the United States had pursued two very different courses of action—intervention and withdrawal.

The United States has thus responded to civil war in Somalia and other recent international conflicts in a variety of ways. Many have viewed American reactions (or, in some cases, inaction) as ad hoc responses often driven or constrained by domestic political pressures and the media. Others, however, see American interventions as justified by such foreign policy objectives as providing global or regional security; acting as a moral leader and authority; promoting democracy, human rights, and civil society; pushing for free trade and a global liberal economic order; or advocating human and economic development.

In a 1500-word essay:

- State, in your view, which two or three of the foreign policy objectives listed above should serve as America's foreign policy priorities.
- Select two conflicts since the end of the Cold War and discuss whether the U.S. response or action (or inaction) with regard to these conflicts successfully reflected the priorities you have listed.
- Assess whether the United States was responding primarily to the changing nature of violent international conflict in the post–Cold War world or whether it was simply acting in response to domestic pressures.
- Conclude your essay by stating how U.S. responses to future violent conflicts abroad can better serve the objectives you have defined for American foreign policy.

Lesson I Introducing the National Peace Essay Contest to Your Students

(1 period)

Objectives

Students will:

- ❑ learn of the scholarships and educational opportunities available through the National Peace Essay Contest
- ❑ understand the purposes of the United States Institute of Peace
- ❑ read the 1999–2000 Essay Contest question
- ❑ review the Essay Contest and class guidelines for the peace essay assignment

Step 1

Introduce this project to your students and give them time to read over the information about USIP and the contest rules and guidelines that you have prepared for them. Point out the objectives and benefits of entering this contest. Go over the schedule of lessons and assignments.

Step 2

Direct students to read the National Peace Essay Contest question. Instruct them to use their highlighter or colored pencil to mark:

- vocabulary words that are unfamiliar to them
- concepts related to international relations, international law, and diplomacy
- the foreign policy objectives of the United States mentioned in the essay question

Step 3

Allow time for students to use context clues and dictionaries to find the definitions of unfamiliar vocabulary or assign this task for homework.

Step 4

Explain to the students that the worksheet you will assign for homework will help them understand the concepts and foreign policy objectives included in the essay question. Distribute the Concept Development Worksheet that appears on p. 15 for a homework assignment and review the instructions with students.

Materials

Each student will need a copy of the following materials:

- the Essay Contest question
- NPEC Rules and Guidelines
- your schedule of due dates, grading policy or rubric, and guidelines for the project
- a highlighter or colored pencil
- Concept Development Worksheet on p. 15 for homework assignment

Notes

Lesson II Developing Comprehension of the Concepts

(1/2–1 period)

Objectives

Students will:

- ❑ understand general vocabulary terms used in the peace essay question
- ❑ work with classmates to define and give examples of concepts included in the peace essay question
- ❑ participate in class discussion to determine how each concept is similar to or different from other concepts

Step 1

On the black/white board write the unfamiliar vocabulary words that students have identified. Ask for definitions and reinforce this learning with synonyms and use of the words in sentences.

Step 2

***Note to teacher**: Use of this cooperative learning activity is optional and depends on the time you can devote to the lesson.*

Divide class into groups of three or four students and instruct them to share the examples they used for each concept on their worksheet. One student in each group should act as recorder and list all the examples for each concept that members of the group offered.

Step 3

Lead the entire class in a discussion of the examples of each concept they found. List all the examples on the black/white board. Now discuss each concept and distinguish it from similar or opposite concepts.

***Note to teacher:** Material for you to use in this portion of the lesson can be found on p. 16.*

Step 4

Distribute the U.S. Foreign Policy Objectives Worksheet to students and review the directions with them. This is the homework assignment for Lesson III..

Materials

Prepare a copy of the Concept Development Worksheet on an overhead transparency. Fill in the chart during the lesson or reproduce it on the black/white board.

Each student will need:

- the Concept Development Worksheet completed for homework
- the U.S. Foreign Policy Objectives Worksheet (on page 17) for Lesson III

Notes

Lesson III Reviewing U.S. Foreign Policy Objectives *(1/2–1 period)*

Objectives

Students will:

- ❑ understand the meaning of five foreign policy objectives included in the essay question
- ❑ examine historical examples of actions by the United States in pursuit of each of these objectives

Step 1

If time permits, follow the procedure of Lesson II and instruct students to work with a partner (or partners) to compare the definitions and examples of U.S. foreign policy objectives filled in on their worksheet.

Step 2

Lead the entire class in a discussion of the material on the worksheet. Inform the students that they will re-examine these objectives in Lesson V in relation to contemporary world conflicts.

Step 3

- If you are including the optional Lesson IV, distribute the handout on the Spanish-American War that appears on pp. 19–20.
- If you are proceeding directly to Lesson V, distribute the Contemporary Conflicts Worksheet that appears on p. 21. See the instructions to give your students about this assignment that appear in Lesson IV, Step 5, on p. 8.

Note to teacher: *Your course curriculum may include a unit on how U.S. foreign policy is made. If it does not, and if time permits, consider covering this topic at this point. This information would be extremely useful in rounding out students' general understanding of American foreign policy and would also enhance the analysis for the essays. A list of relevant sources is provided for background reading on American foreign policy.*

Materials

Each student will need the U.S. Foreign Policy Objectives Worksheet they complete for homework.

Suggested Resources

Betts, Richard. "The Delusion of Impartial Intervention" in *Foreign Affairs*, November/December 1994.

Brands, H. W. "To Die For: War and America's National Interest" in *Current History*, January 1999.

Gaddis, John Lewis. *Strategies of Containment* (analysis of America's Cold War policy of containment).

Hass, Richard N. "Paradigm Lost" in *Foreign Affairs*, January/February 1995.

Hoge, James F., Jr. "Media Pervasiveness" in *Foreign Affairs*, July/August 1994.

Ikenberry, G. John. "America's Liberal Hegemony" in *Current History*, January 1999.

Kagan, Robert. "The Benevolent Empire" in *Foreign Policy*, Summer 1998.

Kennan, George. "Morality and Foreign Policy" in *Foreign Affairs*, Winter 1985/86.

Kissinger, Henry. *Diplomacy*, chap. 2.

Krauthammer, Charles. "A World Imagined" in the *New Republic*, March 15, 1999.

Maynes, Charles William. "The Perils of (and for) an Imperial America" in *Foreign Policy*, Summer 1998.

Nye, Joseph S., Jr. "Soft Power" in *Foreign Policy*, Fall 1990.

Salla, Michael. "Kosovo, Non-Violence and the Break-up of Yugoslavia" in *Security Dialogue*, December 1995.

Smith, Hedrick. *The Power Game*, pp. 168–214, 558–633.

Smith, Tony. "In Defense of Intervention" in *Foreign Affairs*, November/December 1994.

Zimmerman, Warren. "The Last Ambassador: Memoir of the Collapse of Yugoslavia" in *Foreign Affairs*, March/April 1995.

Other resources you may want to include:

Andric, Ivo. *The Bridge on the Drina* (novel about Bosnia).

Kadare, Ismail. *The Three-Arched Bridge* (novel about Albanians).

Lesson IV Using the Spanish-American War as a Case Study

(Optional Lesson; 2–3 periods)

This lesson will allow students to apply the concepts and subtopics of the essay question to a historical event: the Spanish-American War. It can also stand alone as a lesson for a U.S. History course. You may wish to share it with a colleague.

Objectives

Students will:

- ❑ read the background materials pertaining to the Spanish-American War found on p. 19 (you may also want to include primary source documents on p. 20 as background materials with this lesson)
- ❑ determine which of the foreign policy objectives listed in the essay question was met by U.S. entry into the Spanish-American War
- ❑ participate in a class debate on the reasons for U.S. entry into the Spanish-American War
- ❑ form an opinion as to whether U.S. entry into the Spanish-American War was motivated by foreign policy objectives or by domestic pressure
- ❑ write a short essay presenting their conclusions on the issues examined in the case study

Step 1

(Students will have read the background material and answered the question concerning foreign policy goals for homework. No other source material is to be used in this lesson.) List the five foreign policy objectives found in paragraph 3 of the essay question on the black/white board.

Step 2

Lead a class discussion in which students explain which foreign policy objectives were being met by U.S. involvement in the Spanish-American War. Hopefully, there will be some differences of opinion that you can point out and ask students to defend.

Step 3

The class will now debate the issue:

> The United States involvement in the Spanish-American War was primarily a result of domestic pressure rather than the pursuit of clearly defined foreign policy objectives.

Divide the class in half. Assign the affirmative position to one group and the negative to the other. Subdivide the two groups into pairs of students. Direct the pairs to find information in the source material to support their position. Allow 5–10 minutes for this work.

Materials

Each student will need:

- their own copy of the essay question
- a copy of the background materials and primary source documents on the Spanish-American War
- the Contemporary Conflicts Worksheet (for the homework assignment)

Reconvene the entire class and moderate a debate. Allow students from each side of the debate the same amount of time to present their opinions, which should be backed up by supporting material.

Step 4

Note to teacher: *This is a highly useful but optional extension that will give students practice in the type of analytical writing they must do in their peace essay.*

For homework, students should take the position on the debate topic that now appears stronger to them and defend that position in a short essay. Their papers should include a clear statement of their positions (which will be the thesis sentence), references to specific information in the references provided, and conclusions.

Step 5

Distribute the Contemporary Conflicts Worksheet that appears on p. 21 and review the instructions with students. This is the homework assignment for the next lesson. Each student should find a newspaper or magazine article about the conflict area you have assigned to him or her and complete that portion of the chart.

Note to teacher: *Depending on the size of your class, one or more students will be responsible for each conflict. You will probably need to give students more than one night to complete this assignment.*

Lesson V Introducing Contemporary Conflicts *(1 period)*

Objectives

Students will:

- ❑ find the geographic location of the conflicts referenced in the essay question
- ❑ identify the competing groups involved in each conflict
- ❑ gain general information about the nature of each conflict and the involvement of the United States in the situation
- ❑ identify measures the United States currently uses in pursuit of foreign policy objectives
- ❑ consider the possible consequences of these actions to the United States and international community

Step 1

Using a world map or globe, ask students to locate each of the conflicts on their chart. Have students identify the three areas where most of these conflicts are located: Africa, the Balkans, and the former Soviet Union.

Step 2

Call on the student or students who were assigned to gather information about each conflict. They should summarize orally the article they found on their conflict and provide any information they gathered about:

- the names and description of competing groups
- a general description of the nature of the conflict
- the role played by the United States in the situation

Step 3

Assist the class in completing any portions of the chart they were not able to complete by referring to the Teaching Sheet on p. 22.

Step 4

Refer students back to the foreign policy objectives of the United States examined in Lesson III (and, if applicable, to their study of the Spanish-American War in Lesson IV).

Materials

Prepare a copy of the Contemporary Conflicts Worksheet on an overhead transparency. Fill in the chart during the lesson or reproduce it on the black/white board.

For the beginning of the lesson each student will need:

- the Contemporary Conflicts Worksheet they used for the homework assignment (see Lesson IV, Step 5)
- the article they found about their conflict

Later in the lesson each student will receive:

- a copy of the answer sheet with a completed Contemporary Conflicts Worksheet
- the Primary and Secondary Sources Worksheet for the homework assignment (optional)

Lead a discussion about U.S. foreign policy objectives, exploring questions such as:

- What circumstances in the world today make carrying out U.S. foreign policy objectives different than in the past?
- What circumstances (geographic, strategic, economic, and political) make it difficult to achieve the American objectives?
- How is the way in which the U.S. responds to contemporary conflicts different than what was done in the past?
- What are the consequences of the types of measures the U.S. presently uses to carry out foreign policy objectives when confronted with civil and inter-communal conflicts?

Step 5

Tell students they are now prepared to begin working on their peace essay. As they begin research they must develop their own ideas about U.S. foreign policy priorities. At this time they should select the two conflicts they will use to answer the second and third portions of the essay.

Step 6

To reinforce your students' skills in identifying primary and secondary sources and in understanding the value of each type of material, assign the Primary and Secondary Sources Worksheet on p. 23 as homework.

Lesson VI Introducing Bibliographic Resources *(1/2–1 period)*

Objectives

Students will:

- ❑ understand the difference between primary and secondary sources
- ❑ read and discuss NPEC guidelines on sources for their essays
- ❑ survey periodical, newspaper, and Internet resources on their case study selections

Step 1

If you assigned the Primary and Secondary Sources Worksheet, review student answers.

Step 2

Review NPEC guidelines for sources and bibliography suggestions with students and answer any questions they have at this point.

Emphasize that the bibliography should:

- ✎ include a variety of sources
- ✎ adhere to the NPEC guidelines regarding encyclopedias, websites, and dictionaries
- ✎ include material that is as up-to-date as possible
- ✎ only include reliable on-line sources

Step 3

(Hold in your school library if possible.)

Present suggestions for sources and review techniques for periodical, newspaper, and on-line research if needed. Allow students some class time to ascertain whether sufficient material will be available for the case studies they plan to use and to make alternative choices if necessary.

Materials

Each student will need a copy of:

- ✎ the NPEC guidelines for sources and bibliography suggestions
- ✎ their completed Primary and Secondary Sources Worksheet (optional) that appears on p. 23
- ✎ bibliography suggestions from your school librarian (optional)

Note to teacher: *If feasible, hold Step 3's session in your school library and team teach the lesson with the school librarian. This will allow students to use some of the class period to begin their exploration of this library's bibliographical references and holdings.*

Notes

Worksheets

and Other Materials

www.usip.org/et.html

Please see our website for more information on:

- ❑ Teaching Materials
- ❑ Past Winning Essays
- ❑ '98–99 State Winners
- ❑ Summer Institutes for Teachers

Tips for Helping Students Write a Successful Peace Essay

Here are some ideas for improving the quality of your students' essays and making them potential contest winners!

- ❑ Be sure students carefully read all the rules and guidelines for successful essays.
- ❑ Encourage students to read winning essays from past years that appear in the brochure and on the USIP website.
- ❑ If students select conflicts that remain at crisis stages at the time their essay is written, be sure they acknowledge this situation in their essay and have the most up-to-date sources possible at the time of writing.
- ❑ English and Social Studies teachers can complement each other's knowledge and abilities if they work together to help students with the peace essay. Consider collaborating or team teaching for this project. You may choose to permit students who have research paper requirements in courses in different departments to use the NPEC to satisfy both assignments.
- ❑ After all essays are written, consider asking one or more colleagues to read and rate the strongest ones. Students whose papers receive high ratings can then prepare them for submission to the NPEC by correcting all typographical or grammatical mistakes, updating information as needed, and making last-minute improvements.

***Note to teacher**: Students are permitted to submit essays to the National Peace Essay Contest as individuals or as a part of a classroom submission by a teacher.*

Special Feature: Graduation Projects

If your state or school requires students to complete a large project prior to graduation from high school, the National Peace Essay Contest can be used to satisfy this requirement. The following expansion activities would augment the essay and enhance the project:

- ❑ Conduct a public opinion poll on questions related to the NPEC topic and analyze the results in a written and/or oral presentation.
- ❑ Interview your congressional representative; a staff person from your senator's office; a local college professor of international relations, political science, or U.S. government; or a person with expertise or experience related to the topic. Write a report of this interview.
- ❑ Write letters to elected officials, newspapers, or magazines expressing your opinion on the topic.
- ❑ Participate in or establish a website related to the topic, including a chat room for interested persons to share their opinions.
- ❑ Prepare an oral history based on an interview with a person in your community who is a refugee or immigrant from a country experiencing civil war and inter-communal conflict.

***Note to teacher:** Religious organizations and social service agencies in your area can help your students find appropriate persons to meet and interview.*

National Content Standards

The lessons in this guide apply to the following National Content Standards of the Mid-Continent Regional Educational Library:

Civics Standards

- ❑ Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy
- ❑ Understands the impact of significant political and nonpolitical developments on the United States and other nations
- ❑ Understands issues regarding personal, political, and economic rights
- ❑ Understands how participation in civic and political life can help citizens attain individual and public goals
- ❑ Understands the importance of political leadership, public service, and knowledgeable citizenry in U.S. constitutional democracy

Language Arts Standards

- ❑ Demonstrates competence in the general skills and strategies of writing
- ❑ Demonstrates competence in the stylistic and rhetorical aspects of writing
- ❑ Uses grammatical and mechanical conventions in written compositions
- ❑ Gathers and uses information for research purposes
- ❑ Demonstrates competence in the general skills and strategies of reading
- ❑ Demonstrates competence in the general skills and strategies for reading a variety of informational texts
- ❑ Demonstrates competence in speaking and listening as tools for learning

Life Skills Standards

- ❑ Performs self-appraisal
- ❑ Understands and applies the basic principles of presenting an argument
- ❑ Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies)
- ❑ Applies decision-making techniques
- ❑ Displays effective interpersonal communication skills

United States History Standards

- ❑ Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies

World History Standards

- ❑ Understands the search for community, stability, and peace in an interdependent world
- ❑ Understands major global trends since World War II

Name _____ Date _____

Lesson II Student Worksheet: Concept Development

Directions: Fill in the spaces in this chart to provide the definition and a historical or contemporary example of each concept from the essay question.

Concept	Definition	Example
International conflict		
Warfare		
Nation-state		
Civil conflict		
Inter-communal conflict		
Security		
Destabilization		
Strategic interest		
Humanitarian assistance		
Intervention		
Withdrawal		
Domestic political pressures		

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Lesson II Teaching Sheet: Concept Development

Note: Neither the definitions nor the examples are exclusive. You and your students are encouraged to refine the definitions and explore other examples.

Concept	Definition	Example
International conflict	A competitive or opposing action between or among sovereign political entities (that is, nation-states) or groups of states that can spill over into warfare.	•India-Pakistan War •Cold War •Arab-Israeli conflict
Warfare	Sustained, prolonged, and violent military battles between opposite factions.	•Six-Day War (Israel, Syria, Jordan, and Egypt) •Falklands War •Ethiopia-Eritrea border war
Civil conflict	An opposing action within a sovereign political entity (that is, a nation-state) or a war between citizens of that state.	•1917 Russian Revolution •Colombia
Inter-communal conflict	A war or competitive or opposing action between two or more groups maintaining shared perceptions of unity based on certain characteristics, usually ethnicity.	•Northern Ireland (Protestants and Catholics) •Sri Lanka (Tamils and Sinhalese)
Nation-state	A sovereign political organization (a country) within which a people of shared identity and feeling of belonging to one nation reside, and that is accorded recognition by other nation-states.	•France •South Africa
Security	An achievement of physical guarantees and feelings such that a physical attack or even a threat to a country's way of life and its most cherished values is highly unlikely.	•Switzerland—policy of neutrality reduces likelihood of war with other states •Korean Peninsula–presence of U.S. troops on the demilitarized border between North and South Korea •Countries within NATO—a collective security alliance
Destabilization	An action or effect that weakens or destroys order and equilibrium, possibly leading to war, conflict, or chaos.	•Murder of presidents of Rwanda and Burundi destabilized the Great Lakes region of Africa, contributing to the 1994 genocide •Iraq's invasion of Kuwait destabilized the Middle East •Vietnam conflict in Southeast Asia
Strategic interest	An area of advantage or concern that is considered a necessity to ensure the maintenance of security and stability.	•Panama Canal—access between Pacific and Atlantic Oceans •Persian Gulf War—oil supply and routes
Humanitarian assistance	Providing aid or welfare to people in dire circumstances.	•Operation Restore Hope •Berlin Airlift
Intervention	A political, social, economic, or military threat or action by an outside party to persuade, prevent, alter, or maintain a condition.	•UN Peacekeeping troops in Macedonia •Indonesia's seizure of East Timor
Withdrawal	An operation to remove one's official political presence or military forces from a geographical area or political entity.	• U.S. withdrew military forces from Lebanon after bombing of Marine base in 1983 •Great Britain's withdrawal from and handover of Hong Kong
Domestic political pressures	Constraints or debates within a nation-state that may promote, inhibit, deter, or otherwise affect a state's relationship with another country, including political or military intervention.	•Anti-war protests diminished ability and will of U.S. to wage war in Southeast Asia in 1960s •Nationalist sentiment in the Philippines against the presence of U.S. military forces pressured Filipino President Aquino to negotiate the removal of U.S. naval and air bases

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Name _____ Date _____

Lesson III Student Worksheet: U.S. Foreign Policy Objectives

Directions: Write your own definition or ideas about the meaning of each of the foreign policy objectives that appear in the essay question. Use your textbook, general knowledge of international relations, or library resources to find an example from history of the pursuit of each objective.

Foreign Policy Objective	Definition or Meaning of Objective	Historical Example
Providing global or regional security		
Acting as a moral leader and authority		
Promoting democracy, human rights, and civil society		
Pushing for free trade and a global liberal economic order		
Advocating human and economic development		

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Lesson III Teaching Sheet: U.S. Foreign Policy Objectives

Note: Neither the definitions nor the examples are exclusive. You and your students are encouraged to refine the definitions and explore other examples.

Foreign Policy Objective	Definition or Meaning of Objective	Historical Example
Providing global or regional security	To establish, preserve, or enhance peace and stability through means such as formal multilateral institutions, alliance building, mutual cooperation, deterrence, the projection of power around the world, and the use of military force.	•U.S. support for and leadership of NATO. •U.S. intervention in the Korean conflict to oppose a communist takeover. •Gulf War to expel Iraq from Kuwait.
Acting as a moral leader and authority	To provide international leadership based on shared norms of humanity and standards of international behavior, and to set a principled example for others to follow.	•Facilitating creation of the League of Nations after World War I and the United Nations after World War II as instruments for peaceful resolution of international conflict and to end colonialism. •Accepting refugees from Southeast Asia following Vietnam War. •Operation Restore Hope in Somalia.
Promoting democracy, human rights, and civil society	To foster and encourage the values that underpin democracy and respect for human beings that are fundamental to international peace but also to individual security and freedom.	•Pursuing legal course of action against German and Japanese war criminals for crimes against humanity following atrocities of World War II. •Funding democracy-building and civil society–building organizations such as the Peace Corps, National Endowment for Democracy, and U.S. Information Agency. •Urging establishment of rule of law, building democratic institutions, and promotion of free and fair elections.
Pushing for free t ade and a global liberal economic order	To create economic and financial institutions and norms that contribute to global economic progress, reduce protectionist policies that inhibit free trade, and secure the free and open flow of goods between countries.	•Facilitating the creation of the G-7, World Bank, IMF, and GATT (now the World Trade Organization) to provide loans to countries in hardship and promote the stable, free flow of money, goods, and services. •Encouraging the free flow of communications and ideas.
Advocating human and economic development	Seeking to promote the advancement of all peoples through social and economic improvement, and reducing poverty, disease, and discrimination.	•Funding Peace Corps and U.S. Agency for International Development to promote social, economic, and infrastructure development of impoverished areas of the world as well as progress in agriculture and health. •Post–World War II aid and loans to rebuild Western Europe (Marshall Plan).

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Lesson IV Case Study: The Spanish-American War

Directions: Read the background materials on the Spanish-American War. The summary (and any primary source documents) should be the sole basis for your answer to the question below. As you read, keep in mind these five foreign policy objectives listed in the essay question:

- ❑ providing global or regional security
- ❑ acting as a moral leader and authority
- ❑ promoting democracy, human rights, and civil society
- ❑ pushing for free trade and a global liberal economic order
- ❑ advocating human and economic development

Question: Which of these objectives was the United States pursuing when it entered the Spanish-American War—or, if acting due to domestic pressure, which objectives did the United States claim to be pursuing? Back up your statements with facts or data from the sources listed.

The Spanish-American War

In 1898 the United States and Spain fought in the Spanish-American War, often referred to as "a splendid little war." The war ended Spanish colonial rule in the Americas, and the United States acquired Cuba, Puerto Rico, Guam, and the Philippine Islands. The Spanish-American War marked a change in U.S. foreign policy involvement, revived the Monroe Doctrine, was an important test for the U.S. military, and emphasized the influence of U.S. citizens. For what some considered a small price, the United States gained international power and stature.

During the last half of the 19th century, the U.S. had begun to focus attention beyond its borders and wanted to establish its place in the world. The close proximity of the Caribbean and Central America provided an area to develop new markets, while the possibility of annexing Hawaii attracted economic interests into the Pacific and suggested the establishment of a military foothold in Asia. As a result, the United States developed strong relationships in these regions. Industries such as sugar, tobacco, and iron prospered in the Caribbean and plans for a canal in Central America were being made.

There was particular U.S. interest in neighboring Cuba. The newspapers had been reporting stories about the brutally repressive measures of Spanish colonial rule in Cuba but Americans were not willing to intervene militarily or politically. President Cleveland, and later President McKinley, did not want to risk the uncertainties of war. President McKinley shunned the prospect of war and characterized his administration as "business oriented." By 1897 the war for independence between Cuban revolutionaries and the Spanish government was the main topic in newsprint. The media—especially newspapers such as Pulitzer's *World* and Hearst's *New York Journal*—began sensationalizing stories about the Cuban rebellion. This "yellow journalism" increased readership and fueled domestic pressures favoring U.S. involvement in Cuba. Through accounts of concentration camps and warfare against the innocent, newspapers created a sense of obligation among U.S. citizens to intervene.

The growing popular demand for U.S. involvement in the Cuban civil war was further justified by two events. First, a letter written by Enrique Dupuy de Lôme, Spanish minister to the United States, was stolen by a Cuban revolutionary and published in newspapers. The letter characterized President McKinley as "a weak and catering . . . low politician." Americans were outraged by this disclosure. The second and more significant event was the unexplained sinking of the U.S.S. Maine. The battleship had been deployed to Havana harbor to protect U.S. interests in Cuba when, on February 15, 1898, a mysterious explosion sunk the ship, killing 260 crew members. Even though the cause of the explosion has never been determined, the general consensus among Americans was that a Spanish torpedo was responsible. Some theorize that an internal malfunction from the U.S.S. Maine caused the explosion, while others place blame with Cuban revolutionaries who were trying to lure the U.S. into war.

For the next two months President McKinley heard the public cries of "Remember the Maine. To hell with Spain!" and debated over how to proceed. While he negotiated with Spain for Cuban independence, the U.S. Congress was preparing for war. Congress unanimously allocated fifty million dollars towards national defense and passed the Volunteer Army Act. Finally, on April 19, the United States adopted a war resolution that declared Cuba's right to independence, called for the removal of Spanish armed forces, and stated that the United States could use force to carry out these conditions. Several days later a war between the United States and Spain ensued.

Even though the causes of the war originated in Cuba, the first hostilities occurred in the Philippines just outside of Manila Bay. In this seven-hour battle, the United States quickly destroyed the Spanish naval fleet without losing any ships or men. For the next three months, the war continued, with some of the most notable battles taking place in Santiago, Cuba and San Juan, Puerto Rico. The war officially concluded with the Treaty of Paris, which stated that Spain would cede control of Cuba, Guam, and Puerto Rico, and claim to the Philippines would be transferred to the United States.

Primary Sources

Admiral Dewey's Report on the Battle of Manila Bay. U.S. Naval Force on Asiatic Station, Flagship Olympia, Cavite, Philippine Islands, May 4, 1898.

Navy Department. *Report of the Chief of the Bureau of Navigation*. Washington, D.C.: U.S. Government Printing Office, 1898.

Raising the U.S. Flag in Hawaii: The Transfer of Sovereignty, August 14, 1898. U.S. Flagship Philadelphia, Honolulu, Hawaiian Islands, August 14, 1898.

Roosevelt, Theodore. *The Rough Riders*. New York: Charles Scribner's Sons, 1920.

Treaty of Peace between the United States and Spain, 1898.

U.S. Congress, Joint Committee on Printing. *The Abridgement of Message from the President of the United States to the Two Houses of Congress*. Washington, D.C.: U.S. Government Printing Office, 1899.

War Department. *Annual Reports for the Fiscal Year Ended June 30, 1900*. Reports of Chiefs of Bureaus. Washington, D.C.: U.S. Government Printing Office, 1900.

Name _____ Date _____

Lesson V Student Worksheet: Contemporary Conflicts

Directions: Using an atlas, fill in the location column on the chart. Find one newspaper or magazine article about the conflict(s) you were assigned to investigate. Using the article, fill in as much other information as you can.

Conflict	Location	Names or Descriptions of Competing Groups	Predominant Nature of the Conflict	International Organization Involved	U.S. Intervention (if any) Military	Economic	Diplomatic
Haiti							
Sudan							
Rwanda							
Congo/Kinshasa							
Congo/Brazzaville							
Liberia							
Bosnia							
Chechnya							
Georgia							
Tajikistan							
N. Ireland							
Iraq							
Afghanistan							

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Name _____ Date _____

Lesson V Teaching Sheet: Contemporary Conflicts

Conflict	Location	Names or Descriptions of Competing Groups	Predominant Nature of the Conflict	International Organization Involved	U.S. Intervention (if any) Military	Economic	Diplomatic
Haiti	Caribbean	Aristide/Cédras	Civil-military	OAS/UN	√	√	√
Sudan	NE Africa/ Middle East	Sudanese gov't SPLM/A	Regional civil war				√
Rwanda	C. Africa	Hutu and Tutsi	Ethnic	UN			√
Congo/Kinshasa	C. Africa	Mobutu gov't and Kabila rebels	Civil war				
Congo/Brazzaville	C.Africa	Ninja, Cobra, and Cocoye militias	Civil war	UN			
Liberia	W. Africa	Gov't of Liberia and National Patriotic Front of Liberia	Ethnic and civil war	ECOWAS/ ECOMOG			
Bosnia	Balkans/ SE Europe	Muslims, Croatians, and Serbians	Ethnic	NATO/ UN	√	√	√
Chechnya	SW Russia	Gov't of Russia and Republic of Chechnya	Ethnic				√
Georgia	Caucasus	Gov't of Georgia and Republic of Abkhazia	Seccession/ Self-Determination	OSCE			√
Tajikistan	C. Asia	Gov't of Tajikistan and United Tajik Opposition	Sectarian and clan-based	CIS			
N. Ireland	W. Europe	Unionists and Nationalists	Sectarian				√
Iraq	Middle East	Iraq and U.S.-led coalition	Interstate war	UN	√	√	√
Afghanistan	S. Asia	Taliban and Hisb-I-Wahdat	Sectarian and civil war		√	√	√

Name_____ Date_____

Lesson VI Student Worksheet: Primary and Secondary Sources

1. For each item below:

- ❑ place a P in front of those that are *primary* sources
- ❑ place a S in front of those that are *secondary* sources

___ "The Clash of Civilizations," by Samuel P. Huntington, in *Foreign Affairs*, Summer 1993, vol. 72, no. 3. pp. 22–49.

___ Camp David Accords, September 17, 1978.

___ *Democracy and Diplomacy: The Impact of Domestic Politics on U.S. Foreign Policy, 1789–1994*, by Melvin Small.

___ "Preventive Diplomacy: A Key Element in U.S. Foreign Policy," U.S. Information Agency interview with James Steinberg, director of State Department Policy Planning Staff, December 1996.

2. In the spaces provided, list *four primary* sources for your essay and *four secondary* sources.

Primary Sources	Secondary Sources
_____	_____
_____	_____
_____	_____
_____	_____

3. In a short paragraph, explain why a good essay would be based on both primary and secondary sources.

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